DOCUMENT RESUME

ED 333 413 CS 212 702

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TITLE Ways To Evaluate Writing. Learning Package No. 47.
INSTITUTION Indiana Univ., Bloomington. School of Education.
PUB DATE 90
NOTE 52p.; For other learning packages in this series, see CS 212 656-705.
AVAILABLE FROM Learning Packages, ERIC/RCS, Indiana University, Smith Research Center, Suite 150, 2805 E. 10th St., Bloomington, IN 47408-2698 ($14.00).
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052) -- Collected Works - General (020)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Distance Education; Elementary Secondary Education; Higher Education; Inservice Teacher Education; Revision (Written Composition); *Student Evaluation; Teaching Methods; Whole Language Approach; *Writing Evaluation; Writing Improvement; *Writing Instruction; Writing Skills
IDENTIFIERS English Teachers

ABSTRACT

Originally developed as part of a project for the Department of Defense Schools (DoDDS) system, this learning package on ways to evaluate writing is designed for teachers who wish to upgrade or expand their teaching skills on their own. The package includes an overview of the project; a comprehensive search of the ERIC database; a lecture giving an overview on the topic; copies of any existing ERIC/RCS publications on the topic; a set of guidelines for completing a goal statement, a reaction paper, and an application project; and an evaluation form. (RS)

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Learning Package #47

Ways to Evaluate Writing

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OVERVIEW

ERIC/RCS Learning Packages contain just what the practitioner needs for staff development workshops. Workshops can begin with an overview lecture , continue through readings and discussion material, and end with research projects and an annotated bibliography for further research.

Each learning package contains (1) a topic overview: a four-to-six page stage-setter; (2) in most cases, a digest of research: an ERIC summary of research on the topic written by a specialist; (3) a goal statement and a survey form; and (4) an extensive annotated bibliography of ERIC references.

Graduate-level university credit is available. For further information contact Indiana University School of Continuing Studies, Owen Hall #204, Bloomington, Indiana 47405. Enrollment in each course will be limited.

WAYS TO EVALUATE

Writing

by Nancy Hyslop

(Lecture)

(All references are fully documented in the enclosed bibliography, or in a reference list following the lecture)

Educators--administrators, teachers and researchers--have sought continuously over the past two decades to design more effective classroom methods of writing evaluation. A careful look at these efforts suggests that the body of material dealing with evaluating writing is not unlike the body of the hydra--we have one theoretical body supporting two heads. Using one of the heads, we develop various methods to critique or respond to students' written products (even as these products represent a stage in the writing process); with the other head we devise ways to measure or assess the quality of the written product according to some value system. The digest by O'Donnell (1984) in this package reviews large scale writing assessments for those interested in evaluating large groups of students. This lecture will consider (1) the methods of response and (2) the measurement of quality as they represent effective classroom teaching methods at the elementary and secondary level.

Response to Writing

Responding to student writing is probably the most challenging part of writing instruction. It takes a tremendous amount of time and demands a great deal of intellectual activity; it also affects to a large extent how students feel about their ability to write. It becomes increasingly obvious that teachers will become less pressured and more effective with methods of response only as they are able to redefine their role from that of an examiner--who must spend enormous amounts of time grading every paper--to that of a facilitator, who helps students recognize and work on their own strengths and weaknesses (Grant-Davie, 1987).

Time-saving techniques which reflect this philosophy can be effectively implemented by the classroom teacher. Peer revision, peer editing, peer grading, computer programs, conferences, and various systems of error analysis relieve the teacher from some of the pressures of assessment. Such techniques also provide for individual development and encourage more student writing (Krest 1987).

Many times teacher comments have little effect, or even a negative effect, on the quality of student writing. Therefore, teachers should view comments as rhetorical acts, think about

their purpose for writing comments, and should have as their goal teaching students to become their own best readers. To achieve this goal, teachers should respond to student drafts with fewer judgments and directives, and more questions and suggestions (Grant-Davie and Shapire, 1987).

The folder method of evaluation has proven effective for many teachers. Using this method, the teacher collects student writings over a period of time, keeping them in a folder. After several compositions have been collected, one is chosen for specific response (Harmon, 1988). Similarly, Peter Elbow's concepts of "pointing," "summarizing," "telling," and "showing" were modified by Whitlock to form the basis of an effective method for training students to work in writing groups, and to give reader-based feedback to peer writing.

Assessing the Quality of Students' Writing Samples

According to the "Standards for Basic Skills Writing Programs" developed by the National Council of Teachers of English (1984), when we measure the quality of students' writing we should focus on "before" and "after" samplings of complete pieces of writing. Cooper and Lloyd-Jones (*Evaluating Writing*, 1977) suggest that teachers can eliminate much of the uncertainty and frustration of measuring the quality of these samples if they

will identify limited types of discourse and create exercises which stimulate writing in the appropriate range **but not beyond it**. In their model, they present explanatory, persuasive, and expressive extremes as represented by the angles of the triangle. Each point is associated with a characteristic of language related to a goal of writing, with assignments and the resulting measure of quality focused on that particular goal.

Writing teachers are moving increasingly toward this type of assessment of writing quality. Hittleman (1988) offers the following four-part rating scale to be used after the characteristic to be evaluated is established: (1) little or no presence of the characteristic; (2) some presence of the characteristic...; (3) fairly successful communication...through detailed and consistent presence of characteristic; and (4) highly inventive and mature presence of the characteristic. Krest presents an interesting modification of this process by measuring the quality of students' papers with the following levels of concerns in mind: (HOCs) high order concerns: focus, details, and organization; (MOCs) middle order concerns: style and sentence order; and (LOCs) lower order concerns: mechanics and spelling.

Skills Analysis

One of the 29 standards for assessment in the NCTE report states that control of the conventions of edited American English spelling, handwriting, punctuation, and grammatical usage should be developed primarily during the writing process and secondarily through related exercises. To measure growth in the use of these conventions, an analytic scale analysis of skills (*Evaluating Writing*, p. 15) can be developed and used effectively with samples of students' writing. This instrument should describe briefly, in non-technical language, what are considered to be high, mid, and low quality levels in the following areas: (1) the student's ability to use words accurately and effectively; (2) the ability to use standard English; (3) the ability to use appropriate punctuation, and (4) the ability to spell correctly. Each of these skills is then ranked for each paper on a continuum from one (low) to six (high).

In addition to these instruments, various teachers/writers in the field share the following time saving strategies they have developed for measuring writing quality. Teale (1988) insists that informal observations and structured performance sample assessments are more appropriate than standardized tests for measuring quality in early childhood literacy learning. For example, when young children are asked to write and then read

what they write, the teacher can learn a great deal about their composing strategies and about their strategies for encoding speech in written language. Krest (1987) provides helpful techniques of a general nature to show teachers how to give students credit for all their work, and how to spend less time doing it. These techniques involve using holistic scoring, using a somewhat similar technique of general comments, and using the portfolio. Harmon (1988) suggests that teachers should withhold measuring students' progress until a suitable period of time has elapsed which allows for measurable growth, and then measure the quality of selected pieces of writing at periodic intervals.

Pressures to improve students' writing skills are increasing. However, teachers have little time to devote to teaching writing. Therefore, effective classroom methods are essential. The writing evaluation process should be divided into two major steps--(1) methods of response, and (2) measurement of quality. This makes it possible for the classroom teacher to not only examine carefully the effectiveness of current methods, but also to consider new methods in light of time-saving techniques that are working for other teachers in the field.

References

Cooper, Charles R., and Lee Odell. *Evaluating Writing: Describing, Measuring, Judging*. Urbana: National Council of Teachers of English, 1977, pp. 37-39.

ERIC CLEARINGHOUSE ON READING AND COMMUNICATION SKILLS

March 1990 DIGEST

Evaluating Student Writing: Methods and Measurement

by Nancy B. Hyslop

Persons involved in the field of composition have sought continuously over the past two decades to shape and refine discourse theory and develop more effective classroom methods of evaluation. A careful look at these efforts suggests that the material dealing with evaluating writing is not unlike the body of a hydra: we have one theoretical body supporting two heads. Using one of the heads, we develop various methods to critique or respond to students' written products (even as these products represent a stage in the writing process); with the other head we devise ways to measure or assess the quality of the written product according to some value system. This digest will consider (1) the methods of response and (2) the measurement of quality as represented by effective classroom teaching methods.

Methods of Response

Responding to student writing is probably the most challenging part of teaching writing. It not only takes a tremendous amount of time and demands a great deal of intellectual activity, it also affects to a large extent how students feel about their ability to write. It becomes increasingly obvious that teachers may become less pressured and more effective in dealing with response only as they are able to redefine their role from that of an examiner who must spend enormous amounts of time grading every paper to that of a facilitator who helps students recognize and work on their own strengths and weaknesses (Grant-Davie, 1987).

Effective time-saving techniques which reflect this philosophy were gathered from research articles by Fuery and Standford and classified by Krest (1987). Peer revision, peer editing, peer grading, computer programs, conferences, and a system of error analysis are presented as effective measures which enhance individual development as well as encourage more student writing.

Noting that research has shown teacher comment has little effect on the quality of student writing, Grant-Davie and Shapiro (1987) suggest teachers should view comments as rhetorical acts, think about their purpose for writing them, and teach students to become their own best readers. To achieve this goal, teachers should respond to student drafts with fewer judgments and directives and more questions and suggestions. Grant-Davie and Shapiro also outline the use of a workshop which utilizes peer editing and revision.

Similarly, Whitlock (1987) explains how Peter Elbow's concepts of "pointing," "summarizing," "telling," and "showing" can form the basis of an effective method for training students to work in writing groups and give reader-based feedback to peer writing.

Measuring Writing Quality

According to the "Standards for Basic Skills Writing Programs" developed by the National Council of Teachers of English and reprinted in "National Standards: Oral and Written Communications" (1984), when we measure the quality of students' writing we should focus on before and after samplings of complete pieces of writing.

To measure growth in the use of these conventions, an analytic scale analysis of skills (Cooper and Odell, 1977) can be developed and used effectively with samples of students' writing. This instrument describes briefly, in non-technical language, what is considered to be high, mid, and low quality levels in the following areas: (1) the student's ability to use words accurately and effectively; (2) the ability to use standard English; (3) the ability to use appropriate punctuation; and (4) the ability to spell correctly. Each of these skills is ranked for each paper on a continuum from 1 (low) to 6 (high) (Hyslop, 1983).

In addition to these instruments, various teacher/writers in the field share the following strategies they have developed for measuring writing quality.

Teale (1988) insists that informal observations and structured performance sample assessments are more appropriate than standardized tests for measuring quality in early childhood literacy learning. For example, when young children are asked to write and then read what they write, the teacher can learn a great deal about their composing strategies and about their strategies for encoding speech in written language. Krest (1987) provides helpful techniques of a general nature to show teachers how to give students credit for all their work and how to spend less time doing it. These techniques involve using holistic

Nancy B. Hyslop has taught writing both at the secondary and the university level, most recently at the University of Evansville.

scoring, using a somewhat similar technique of general comments, and using the portfolio. Harmon (1988) suggests that teachers should withhold measuring students' progress until a suitable period of time has elapsed which allows for measurable growth, and then measure the quality of selected pieces of writing at periodic intervals.

Cooper and Odell (1977) suggest that teachers can eliminate much of the uncertainty and frustration of measuring the quality of these samples if they will identify limited types of discourse and create exercises which stimulate writing in the appropriate range but not beyond it. In their model, they present explanatory, persuasive, and expressive extremes as represented by the angles of the triangle. Each point is associated with a characteristic of language related to a goal of writing, with assignments and the resulting measure of quality focused on that particular goal.

Current Directions

Writing teachers are moving increasingly toward this type of assessment of writing quality. Hittleman (1988) offers the following four-part rating scale to be used after the characteristic to be evaluated is established: (1) little or no presence of the characteristic; (2) some presence of the characteristic; (3) fairly successful communication...through detailed and consistent presence of characteristic; and (4) highly inventive and mature presence of the characteristic.

Krest (1987) presents an interesting modification of this process by measuring the quality of students' papers with the following levels of concerns in mind: (HOCs) high order concerns: focus, details, and organization; (MOCs) middle order concerns: style and sentence order; and (LOCs) lower order concerns: mechanics and spelling.

Skills Analysis

One of the 29 standards for assessment and evaluation in the NCTE report states that control of the conventions of edited American English...spelling, handwriting, punctuation, and grammatical usage...(should be) developed primarily during the writing process and secondarily through related exercises.

All in all, it appears that true growth in writing is a slow, seldom linear process. Writing teachers have a wide variety of responses they can offer students before making formal evaluations of the text (Harmon 1988).

References

Cooper, Charles R., and Lee Odell. *Evaluating Writing: Describing, Measuring, Judging*. Urbana: National Council of Teachers of English, 1977, 37-39. [ED 143 020]

Grant-Davie, Keith and Nancy Shapiro. "Curing the Nervous Tick: Reader-Based Response to Student Writing." Paper presented at the Annual Meeting of the Conference on College Composition and Communication, March 1987. [ED 282 196]

Harmon, John. "The Myth of Measurable Improvement." *English Journal*, 77(5) September 1988, 79-80. [EJ 376 076]

Hittleman, Daniel R. "Developmental Reading, K-8, Teaching from a Whole-Language Perspective" 3rd ed. Columbus, OH: Merrill, 1988.

Hyslop, Nancy B. "A Study to Test the Effects of Daily Writing upon Students' Skills in Explanatory Discourse at the Eleventh Grade Level." Unpublished dissertation, 1983.

Krest, Margie. "Time on My Hands: Handling the Paper Load." *English Journal*, 76(8) December 1987, 37-42. [EJ 367 295]

National Standards: Oral and Written Communications. Washington Office of the State Superintendent of Public Instruction, Olympia, 1984. [ED 297 351]

Teale, William H. "Developmentally Appropriate Assessment of Reading and Writing in the Early Childhood Classroom." *Elementary School Journal*, 89(2) 1988. [EJ 382 620]

Whitlock, Roger. "Making Writing Groups Work: Modifying Elbow's Teacherless Writing Groups for the Classroom." Paper presented at the Annual Meeting of the Conference on College Composition and Communication, March 1987. [ED 284 284]

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This publication was prepared with funding from the Office of Educational Research and Improvement, U.S. Department of Education, under contract no. RI88062001. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions, however, do not necessarily represent the official view or opinions of the Office of Educational Research and Improvement.

Task #1

Goal Statement

Your Name:_____

Course #:_____

Learning package:_____

The purpose of writing a goal statement is to create an expectation for yourself, to establish a purpose that you can check when you have finished reviewing the package of materials. It should be used in conjunction with your reaction statement--the commentary that you will make after working your way through the materials in the learning package.

Directions: This is a pre-reading activity. Think about the topic of this package and then look at the various materials, primarily reviewing their headlines and subheads. What does that review prompt you to want to discover through this package?

Write a goal statement of no more than one paragraph that includes the questions that you want answered or the kinds of applications that you hope the package will help you accomplish in your work. Attached please find examples of representative goal statements submitted by former students.

Mail a copy of your goal statement to your instructor. Please keep a copy for yourself because your reaction statement should be based partly on the goal statement.

My Goal Statement for this Package

Please mail a copy of this form to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

Examples of Goal Statements

It is my expectation that this learning package will direct me in new directions so that I may improve my instruction in the area of vocabulary. I would like to know when it is best to introduce new vocabulary words. I would also like to gain information about new methods one might use when introducing new vocabulary. I expect to read about some of the newest research related to vocabulary instruction. It is also expected that tested methods will be described and examined. I would hope that these articles would help me improve how I teach so that my students will benefit and become better readers.

Following the study of this package, I expect to increase my understanding of computer usage in reading development, learn how to integrate computers into reading and writing instruction for learning impaired students, and make decisions on the usefulness of computer games in the classroom.

Following completion of this package I intend to:
1)Identify the components of a formal reading program evaluation.
2)Analyze the characteristics of an effective reading program.
3)Develop evaluation strategies that will improve the monitoring of my program objectives.

Task #2

Reaction Statement

You are asked to type a four-page reaction to this learning package as a way of firming up your sense of what you find interesting, important, or beneficial in this group of materials. You should construct this reaction with your previously established goal statement in mind.

Given below are a number of prompts to indicate the kinds of questions that you might wish to answer in developing this reaction. You may use other questions than those that are here listed. We anticipate that your reaction will be approximately four typewritten, double-spaced pages. Please use the following format in heading your paper.

Reaction

Your Name:_____

Course #:_____

Learning Package:_____

Reaction Prompts

1. Were your goals realized, and how do you know? (Refer to your goal statement.)

2. What important or beneficial ideas did you find in these materials? (Please cite the articles.)

3. Are there trends or concerns in the materials that bother you? Are there those that you agree with? Discuss. (Please use the annotated bibliography and cite ideas from it.)

4. What ideas did you want to try in your daily work world? Describe how you could apply these ideas?

Application Project

If you decide to use this topic for one of your two application projects, you may want to spend more time thinking about ways that you could explore one or more of these ideas in your work.

When you have finished your statement, please mail it to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

Task #3

Application Project

As you select your two application projects, use the following guidelines:

1. **Formulate a question** that you would like to answer regarding this topic. (For example, can my slow readers use some of the self-monitoring strategies discussed in these materials?) A question often helps to clarify the kinds of information that you will collect or the kinds of evidence that you will use to convince a reader that you are pursuing an interesting question.

2. **Describe with as much detail** as is needed for a reader to understand what you did, what materials you used, what major procedures you used, what evidence you were looking for, in order to answer your question.

3. **Gather evidence** from your students or from teachers to show samples of the kinds of work or the kinds of interactions that were taking place. These samples may be your written observations, sample student papers, photographs, activity sheets, book titles, statistical data, or any other kind of evidence that demonstrates the reality of your inquiry.

4. **Write a summary** of your plan and of your conclusions. The summary should be coherent and clear so a person who was not on site can understand what you attempted and can appreciate the conclusions that you drew.

5. **Send a report** that includes a summary of your plan, sample evidence of what you found, a brief analysis of the evidence, and the conclusions that you

6. **Provide a cover page** that gives your name, address, course number, topic of learning package, and topic of your project. We will mail you a critique of your work. Send your report to:

   Carl B. Smith
   150 Smith Research Center
   Indiana University
   Bloomington, IN 47408-2698

Course Number_____ **Date**_____

Package Title_____

Statements	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1. This package will help me do my job better.					
2. The pace of the package was too fast.					
3. The package's directions were confusing.					
4. It was easy to follow the directions given in the package.					
5. The package was too easy.					
6. The package was too long.					
7. The package should include more articles and documents to read.					
8. I didn't know the meaning of many words used in the package.					
9. The lecture explicated the topic of the package.					
10. The package's objectives were clear from the start.					
11. The package's teaching points were clear.					

What did you like best about the package?

What did you like least about the package?

How would you improve the package?

Please list other topics you would be interested in studying through our program.

Name (optional)_____

Position_____

Years Taught_____

Please mail a copy of this form to:

Carl B. Smith
150 Smith Research Center
Indiana University
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Selected Abstracts from the ERIC Database

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Sample ERIC Abstract

AN ED289160
AU Binkley,-Marilyn-R.; And-Others
TI Becoming a Nation of Readers: What Parents Can Do.
CS Heath (D.C.) and Co., Lexington, Mass,; Office of Educational Research and Improvement (ED), Washington, DC.
PY 1988
AV What Parents Can Do, Consumer Information Center, Pueblo, CO 81009 ($.50).
NT 40 p.; For Becoming a Nation of Readers: The Report of the Commission on Reading, see ED 253 865.
PR EDRS Price - MF01/PC02 Plus Postage.
DE Beginning-Reading; Literacy-Education; Parent-Attitudes; Parent-Child-Relationship; Preschool-Children; Primary-Education; Reading-Aloud-to-Others; Reading-Attitudes; Recreational-Reading; Written-Language
DE *Literacy-; *Parent-Influence; *Parent-Participation; *Reading-Instruction; *Reading-Processes
ID Reading-Motivation
AB Intended for parents and based on the premise that parents are their children's first and most important teachers, this booklet is a distillation of findings from the 1984 report of the Commission on Reading, "Becoming a Nation of Readers." The introduction reiterates the Commission's conclusions (1) that a parent is a child's first tutor in unraveling the puzzle of written language; (2) that parents should read to preschool children and informally teach them about reading and writing; and (3) that parents should support school-aged children's continued growth as readers. Chapter 1 defines reading as the process of constructing meaning from written texts, a complex skill requiring the coordination of a number of interrelated sources of information. Chapter 2, on the preschool years, focuses on talking to the young child, reading aloud to the preschooler, and teaching children about written language. The third chapter, on beginning reading, counsels parents on what to look for in good beginning reading programs in schools, and how to help the child with reading at home. The fourth chapter, on developing readers and making reading an integral part of learning, offers suggestions for helping the child succeed in school and for encouraging reading for fun. The afterword calls on teachers, publishers, and school personnel, as well as parents, to participate actively in creating a literate society. The booklet concludes with a list of organizations that provide practical help or publications for parents.

Interpretation of ERIC Abstract Field Identifiers

AN ERIC accession number (Use this number when ordering microfiche and paper copies.)
AU Author(s)
TI Title
CS Corporate source
PY Actual or approximate publication date
AV Source and price (availability)
NT Pagination and additional information (such as legibility or related documents)
PR Indicates availability of document from the ERIC Document Reproduction Service
DE Descriptors-indexing terms from the *Thesaurus of ERIC Descriptors* which indicate important concepts in the document
ID Identifiers-indexing terms not included in the *Thesaurus of ERIC Descriptors*
AB Summary

AN: ED268555
AU: Busch,-Katharine-Mitchell
TI: Holistic Writing Evaluation: Patterns of Growth in Literacy of Students in the Second and Fourth Grades.
PY: 1985
NT: 25 p.; Paper presented at the Annual Meeting of the National Reading Conference (35th, San Diego, CA, December 3-7, 1985).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Elementary-Education; Evaluation-Criteria; Grade-2; Grade-4; Interrater-Reliability; Longitudinal-Studies; Writing-Processes; Writing-Skills
DE: *Holistic-Evaluation; *Writing-Evaluation; *Writing-Improvement; *Writing-Research
AB: A study explored (1) whether children demonstrated growth in writing ability through the experience of writing two or three times a week without direct teacher instruction; (2) what changes could be observed over time in the writing samples of second and fourth graders; (3) whether written language growth was a continuous progression of upward movement or was sporadic in nature; (4) whether growth in writing would be evident to raters not trained with prototypes of competency levels; and (5) what criteria raters would develop to evaluate growth in writing ability. Samples of writing were taken from ten students as second graders and again two years later when they entered fourth grade. Ten raters were then asked to read the samples and devise their own evaluation criteria. Results showed that the raters were able to identify a pattern of growth in the writing of the second grade students over a 14-week period, but less able to discern growth in the fourth grade writing samples. The results also indicated that the raters had generated criteria in four areas of information: in text, organization of text, language use, and mechanics of writing. Among the conclusions drawn from the study are that growth in literacy can be established within grade levels, that growth and development in writing ability is not the same for all children, and that student writing can improve without any guidance from teachers. (Examples of student writing and raters' responses are analyzed in numerous figures.) (DF)

AN: ED280017
AU: Calder,-Boni; And-Others
TI: Guide 1983-84. Revised.
CS: Saratoga Union School District, CA.
PY: 1987
AV: Saratoga Union School District, 20460 Forrest Hills Dr., Saratoga, CA 95070 ($50.00).
NT: 386 p.
PR: EDRS Price - MF01/PC16 Plus Postage.
DE: Curriculum-Development; Drama-; Elementary-Education;

English-Curriculum; Essays-; Expository-Writing; Folk-Culture; Instructional-Materials; Integrated-Activities; Peer-Evaluation; Personal-Narratives; Poetry-; Prewriting-; Revision-Written-Composition; Story-Telling; Writing-Evaluation
DE: *Teaching-Methods; *Writing-Exercises; *Writing-Improvement; *Writing-Instruction; *Writing-Processes
AB: The result of the collaborative efforts of seven writing instructors and based in part on the Bay Area Writing Project, this writing guide is intended for teachers in grades one through six. In the first part, the first of four sections suggests instructional techniques and activities, includes student writing samples, and defines the writing process at the following developmental levels: prewriting, oral or written composing, responding, revising, editing, and evaluating. The second section presents a suggested grade level sequence and activities designed to incorporate other language arts curricula and writing genres. The third section discusses "power writing," a formula for expository writing, and the fourth section, focusing on response as the key to evaluation and assessment, suggests that there needs to be a balance both between peer and teacher evaluation and between primary trait, analytic, and holistic scoring. Recommending that students learn how one form of writing may better communicate their subject and purpose than another, the second part of the guide discusses forms that are appropriate for elementary students and suggests lessons for each grade level. Activities are presented for grades one through six in the following forms: first hand experience, story, essay, folklore, drama, and poetry. A selected bibliography is included, and a supplemental guide titled "Scope and Sequence for Writing Skills" is appended. (JD)

AN: ED263613
AU: Calkins,-Lucy-McCormick
TI: The Art of Teaching Writing.
PY: 1986
AV: Heinemann Educational Books Inc., 70 Court St., Portsmouth, NH 03801 ($16.00).
NT: 347 p.
PR: Document Not Available from EDRS.
DE: Child-Development; Classroom-Environment; Developmental-Stages; Elementary-Education; Fiction-; Poetry-; Teacher-Role; Writing-Evaluation; Writing-Skills
DE: *Content-Area-Writing; *Creative-Writing; *Language-Acquisition; *Research-Papers-Students; *Writing-Instruction; *Writing-Processes
AB: Based on knowledge gleaned from eight years of research on children's writing development, this book focuses on the teaching of writing to children in the elementary school. The first section of the book deals with the essentials in teaching writing, and the establishment of a classroom that nurtures and

supports growth in writing. The second section examines how children change as writers, ranging from early forays into writing in kindergarten and first grade, to the problems and successes of writing in adolescence. The third section focuses on writing conferences, including those that examine content, balance content with form, and ask process and evaluation questions. The fourth section examines the input of the teacher in developing lessons and improving the quality of student writing, while the fifth section discusses reading-writing connections. The sixth and final section discusses the use of learning logs in content area writing, and the writing of research papers, poetry, and fiction. Lists of works cited and recommended readings are included. (HOD)

AN: EJ326433
AU: Collum,-Jack
TI: Evaluating the Poetry Children Write.
PY: 1985
JN: Teachers-and-Writers-Magazine; v17 n2 p1-9 Nov-Dec 1985
AV: UMI
DE: Child-Language; Cognitive-Processes; Evaluation-Criteria; Literary-Criticism; Literary-Devices
DE: *Children-; *Creative-Writing; *Poetry-; *Writing-Evaluation
AB: Discusses criteria to use when evaluating poetry written by children and contains numerous examples of poetry written by children. (DF).

AN: ED300433
AU: Cooper,-Charles; Breneman,-Beth
TI: Writing Achievement of California Eighth Graders: A First Look.
CS: California State Dept. of Education, Sacramento.
PY: 1988
AV: California State Department of Education, P.O. Box 944272, Sacramento, CA 94244-2720.
NT: 64 p.
PR: EDRS Price - MF01/PC03 Plus Postage.
DE: Autobiographies-; Descriptive-Writing; Elementary-Education; Expository-Writing; Persuasive-Discourse; Problem-Solving; Rhetoric-; State-Programs; Testing-Programs; Writing-Composition; Writing-Skills
DE: *Achievement-Tests; *Elementary-School-Students; *Essay-Tests; *Grade-8; *Writing-Evaluation
AB: The first statewide direct writing assessment was conducted for grade 8 by the California Assessment Program (CAP) in the spring of 1987. Each student wrote an essay in response to 1 of 15 prompts (writing tasks) representing: (1) an autobiographical incident; (2) a report of information; (3) a solution to a

problem; and (4) an evaluation. In all, 282,155 essays were scored at four regional sites by 290 teachers; this number includes some papers double scored in a reliability study. About 99% of the students had responded to a topic. Scoring considered rhetorical effectiveness, a feature score about some characteristic (such as coherence), and a conventions score for mechanics. Most students wrote adequate or marginally adequate essays (68%), some wrote exceptionally well (13%), and others wrote poorly (19%). Eighth graders were most competent at reporting information, less competent at writing autobiographies, and least able to produce the two types of persuasive writing. Control of the conventions was better than of rhetorical strategies. Recommendations for teachers begin with encouraging more direct writing instruction and more analysis of what is read. Recommendations for school administrators, parents, and teacher educators are included. (SLD)

AN: EJ336417
AU: Cryan,-John-R.
TI: Evaluation: Plague or Promise?
PY: 1986
JN: Childhood-Education; v62 n5 p344-50 May-Jun 1986
AV: UMI
DE: Decision-Making; Developmental-Stages;
Early-Childhood-Education; Educational-Principles;
Elementary-Education; Evaluation-Methods; Learning-Processes
DE: *Children-; *Informal-Assessment; *Student-Evaluation;
*Teachers-; *Testing-Problems
AB: Maintains that decisions regarding evaluation should be made in relationship to learning principles based on a developmental perspective. Using these principles as a basis, teachers are better able to select appropriate formal and informal evaluation procedures. Each procedure is defined and its limitations are discussed in terms of effectiveness. (BB)

AN: ED292869
AU: Della-Piana,-Gabriel
TI: The Portrayal of Reader-Writer Conferencing.
PY: 1987
NT: 27 p.; Paper presented at the Annual Meeting of the American Evaluation Association (Boston, MA, October 14-17, 1987). Figures are marginally legible.
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Elementary-Education; Language-Arts; Reader-Response;
Teacher-Student-Relationship; Teaching-Skills;
Writing-Composition; Writing-Instruction; Writing-Skills
DE: *Communication-Skills; *Reading-Writing-Relationship;
*Teaching-Methods; *Writing-Evaluation

AB: Reader-writer conferencing was examined as an alternative or complement to the direct assessment of writing. Criteria guiding development of a framework for analysis of reader-writer conferencing were summarized as: (1) achievability; (2) transfer to other domains of writing; (3) importance of the outcomes; (4) inter-scorer agreement; and (5) economy of assessment. The framework for analysis was a classification scheme with reader response recorded on a matrix form for reader response mode and focus, and writer response classified as stock or categorized; elaborations or explanations; and questions, corrections, or disagreements. Portrayal of the conferencing session was explored through the use of transcripts compared with the use of graphic and narrative summaries. The graphic and narrative method better allowed the teacher to analyze conferencing techniques. Attachments illustrate actual teacher-student conferences in terms of interactive actions/items (episodes, questions, prescribes, explains, supports, describes, associates, and manages). (SLD)

AN: EJ375012
AU: Dudley-Marling,-Curt
TI: Assessing the Reading and Writing Development of Learning-Disabled Students: An Holistic Approach.
PY: 1988
JN: B.-C.-Journal-of-Special-Education; v12 n1 p41-51 1988
DE: Communication-Skills; Elementary-Education; Holistic-Approach; Naturalistic-Observation
DE: *Educational-Diagnosis; *Learning-Disabilities; *Reading-Diagnosis; *Writing-Evaluation
AB: In contrast to traditional practices in reading and writing assessment which focus on fragmented, isolated skills, a holistic approach to assessment is recommended. Children's reading and writing are seen as communicative behaviors which are effectively evaluated through systematic observation as they occur in natural settings. (JW)

AN: ED299583
TI: Evaluation Checklist for Student Writing in Grades K-3, Ottawa County.
CS: Ottawa County Office of Education, OH.
PY: 1988
NT: 4 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Evaluation-Methods; Student-Evaluation; Writing-Composition
DE: *Primary-Education; *Writing-Evaluation
AB: Developed to assist teachers in Ottawa County, Ohio, in monitoring students' pupil performance objectives (PPOs) in grades K-3, this writing evaluation form is the primary record

keeping tool in the Competency Based Education (CBE) Program. The form consists of: (1) the evaluation checklist; (2) the intervention code; and (3) record keeping instructions. Guidelines for using the evaluation checklist are provided. (MM)

AN: ED288934
AU: Evans,-Robert-W.; Nieman,-Ronald-H.
TI: The Bronson Settlement Review: Year Three 1986-87.
CS: Cincinnati Public Schools, Ohio.
PY: 1987
NT: 562 p.; For Years One and Two, see ED 278 722 and ED 278 737.
PR: EDRS Price - MF02/PC23 Plus Postage.
DE: Elementary-Secondary-Education; Nontraditional-Education; Open-Enrollment; School-Districts; Teacher-Integration
DE: *Court-Litigation; *Desegregation-Plans; *Long-Range-Planning; *Program-Implementation; *School-Desegregation
AB: The Bronson Settlement is a court ordered desegregation plan handed down in 1984 for the public schools of Cincinnati, Ohio. During the first three years of the plan the school system has undergone major changes in its leadership. This annual report for 1986-1987 evaluates the progress of the settlement and calls for the maximization of efforts to implement the plan fully. Problems and issues which must be considered are the following: (1) district personnel who are unfamiliar with the community; (2) lack of clarity of goals and the means to attain them; (3) paralysis of decision making; (4) incomplete long-range planning; (5) justification of financial allocations; (6) insufficient action to eliminate racial isolation; and (7) uniform application of evaluation procedures. Some elements of the plan, such as open enrollment and staff racial balance, have been partially successful. Descriptions and evaluations for the alternative education programs are included. (VM)

AN: ED286192
AU: Fallon,-Irmie; Johnson,-Mike
TI: Dealing with Feelings [and] A District-Wide Writing Assessment.
CS: North Dakota Univ., Grand Forks. Center for Teaching and Learning.
PY: 1987
JN: Insights-into-Open-Education; v20 n2 Oct 1987
NT: 11 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Creative-Writing; Educational-Assessment; Elementary-Education; Elementary-School-Students; Expressive-Language; Kindergarten-Children; Letters-Correspondence; Student-Attitudes; Teacher-Role; Theory-Practice-Relationship
DE: *Psychological-Needs; *Student-Needs; *Writing-Evaluation; *Writing-Instruction
AB: Intended for teachers who want to improve writing instruction

in their kindergarten or elementary school classroom, this two-part guide offers ideas for kindergarten teachers to help their students express their feelings through writing and reports on a district-wide writing assessment in Grand Forks, North Dakota. The first part, which is divided into three sub-sections, offers ways kindergarten teachers can help students deal with their feelings of pain or abandonment through the writing or dictating of letters, discussion of problems, and the reading of stories about children's problems. The second part of the guide focuses on a 13-month assessment of sixth grade students' writing. Included is information about the development of definitions of good elementary school writing, the identification of district goals, the evaluation of criteria, and attendance at writing workshops. (JC)

AN: ED285153
AU: Fuller,-Deborah-Ann
TI: Evaluation and Curriculum: A Case Study in Primary Trait Scoring.
PY: 1987
NT: 39 p.
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Case-Studies; Curriculum-Evaluation; Elementary-Education; Evaluation-Criteria; Grade-7; Group-Discussion; Instructional-Improvement; Reader-Text-Relationship; Student-Writing-Models; Teacher-Attitudes; Test-Reliability; Test-Validity; Writing-Research
DE: *Evaluation-Methods; *Holistic-Evaluation; *Reader-Response; *Writing-Evaluation
AB: A case study examined the effects of primary trait scoring on evaluating seventh grade students' compositions. Primary trait scoring as used in the Metropolitan School District of Washington Township in Indianapolis is innovative in that (1) the scoring guide is assignment specific, written after adult raters read and discussed many papers; (2) the same scorers have been involved in the procedure for many years; (3) raters are encouraged to act as real readers and to discuss papers as meaningful texts, and (4) scorers are required to try to ignore mechanics and other secondary writing features. Eighty papers, originally scored in a pilot study conducted from 1980 through 1982, were chosen for rescoring in 1984. Raters were closely monitored, discussions held during scoring sessions were analyzed, and the entire scoring process was evaluated. Results indicated that primary trait scoring was a reliable method. Over half of the papers received scores identical to their previous ratings. The evaluation process caused the participants to rethink beliefs about writing and writing instruction and to examine and refine those beliefs through group discussions. Findings also showed that because the method validated the use of whole texts and because participants acted as leaders for change within a school,

more teachers were involved in having students write whole compositions, and curricular and methodological change occurred in the classroom. (References, writing samples, and the scoring guide are appended.) (NKA)

AN: ED286196
TI: Grade 6 English Language Arts Student Achievement Testing Program Bulletin. 1987-88 School Year.
CS: Alberta Dept. of Education, Edmonton.
PY: 1987
NT: 39 p.; For the "Grade 6 English Language Arts Curriculum Specifications," see CS 210 804.
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Critical-Thinking; Educational-Testing; Elementary-Education; Evaluation-Methods; Foreign-Countries; Grade-6; Integrated-Curriculum; Reading-Comprehension; Reading-Instruction; Test-Construction; Writing-Composition; Writing-Evaluation
DE: *Achievement-Tests; *Language-Arts; *Reading-Skills; *Skill-Analysis; *Student-Evaluation; *Writing-Skills
AB: Part 2 of the Alberta (Canada) Education's "Program of Studies for Elementary Schools 1978" (amended 1981), this bulletin describes the planned design, parts, and scoring of the grade six English language arts achievement test to be written in June 1988, and based on curriculum specifications for an integration of thinking and communications skills. The bulletin's first section discusses the purpose, nature, scope, methodology, and procedures for the achievement testing program. The second section describes the development and scoring of part A of the achievement test (composition), and provides a test blueprint, sample assignment, and scoring guides. The final section describes the development of part B (reading, multiple choice), and provides a blueprint of the reading exam, an explanation of cognitive levels under which questions are classified, sample reading selections and questions, and an answer key with a categorical description of each question. (JG)

AN: ED294351
AU: Graham,-Steve; Dwyer,-Ann
TI: Effects of the Learning Disability Label, Quality of Writing Performance, and Examiner's Level of Expertise on the Evaluation of Written Products.
PY: 1987
NT: 26 p.; Portions of this document were published in the Journal of Learning Disabilities, volume 20, number 5, May 1987.
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Elementary-Education; Evaluation-Problems; Interrater-Reliability; Social-Bias; Stereotypes-;

Student-Evaluation; Teacher-Behavior; Training-;
Writing-Composition; Writing-Skills
DE: *Expectation-; *Knowledge-Level; *Labeling-of-Persons;
*Learning-Disabilities; *Teacher-Attitudes; *Writing-Evaluation
AB: This investigation sought to determine the extent to which examiners' evaluations of writing performance were influenced by the learning disability label and to identify mediating variables which modify expectancy effects. Forty-four preservice regular education teachers were randomly assigned to one of two expectancy conditions (learning-disabled and normal) and were asked to score three 4th-grade essays which differed in terms of overall writing quality. Prior to scoring the essays, subjects were informed of the educational status (learning-disabled or normal) of the children who wrote the stories. In addition, half of the subjects received a brief introduction on how to use the scoring procedure, while the other half received intensive practice and training. Results indicated that the learning disability label did influence the scores that examiners assigned to children's essays. However, labeling effects were successfully attenuated by providing examiners with training and practice in scoring written products. Furthermore, the marks assigned to students' essays were influenced far more by the writing competence demonstrated by the child than by the disability label attached to the child. (Author/JDD)

AN: EJ329427
AU: Graves,-Donald
TI: The Enemy is Orthodoxy.
PY: 1985
JN: Highway-One; v8 n1-2 p153-63 Win-Spr 1985
DE: Creative-Writing; Educational-Theories; Elementary-Education;
Grammar-; Narration-; Punctuation-; Revision-Written-Composition;
Spelling-; Teacher-Role; Writing-Evaluation; Writing-Improvement
DE: *Teacher-Effectiveness; *Teaching-Methods;
*Writing-Instruction; *Writing-Processes
AB: Discusses nine orthodoxies, including the idea that spelling, grammar, and punctuation are unimportant, that decrease teacher effectiveness. (DF)

AN: ED267405
TI: Hand in Your Writing.
CS: Scottish Curriculum Development Service, Edinburgh.
PY: 1985
AV: Scottish Curriculum Development Service, Moray House College of Education, Holyrood Rd., Edinburgh, Scotland EH8 8AQ (1 pound 15 pence).
NT: 66 p.; Prepared by the Committee on Primary Education.
PR: EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

DE: Child-Development; Handwriting-; Primary-Education; Writing-Evaluation; Writing-Processes; Writing-Research
DE: *Developmental-Stages; *Teaching-Methods; *Writing-Instruction; *Writing-Skills
AB: Intended to encourage teachers to examine their assumptions about teaching writing, this document containing a mixture of theory and practice deals with many aspects of writing. The chapters discuss (1) an examination of children's writing and some questions arising from the examination; (2) reasons for failure to write well, including the home background, the nature of writing, and the school; (3) a model for writing that focuses on report writing, story writing, and record writing; (4) a return to the basics (punctuation and spelling); (5) teaching strategies for beginning writing that include using drawings as a communicative act, teaching handwriting, and setting up a writing area; (6) things to do in writing to create a context for learning; and (7) teacher response to writing, including teaching drafting, editing, and correctness. The document concludes with samples of children's writing and an appendix charting children's developmental stages in different kinds of writing and in various skills. (EL)

AN: ED246485
TI: Handbook for Assessing Composition.
CS: Washington Office of the State Superintendent of Public Instruction, Olympia.
PY: [1982]
NT: 37 p.; Product of the Oral and Written Communication Task Force; Developed by the staff of the McLane Elementary School, Olympia, Washington, School District. Bibliography may be marginally legible.
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Elementary-Education; Peer-Evaluation; Skill-Analysis; Writing-Composition; Writing-Instruction; Writing-Skills
DE: *Evaluation-Methods; *Holistic-Evaluation; *Writing-Evaluation
AB: The result of a workshop on the holistic scoring of compositions, this guide is intended to help elementary school teachers evaluate more thoroughly their students' writing. Following an introduction to the handbook's origins, the first section discusses elements of holistic scoring, including procedures for preparation, scoring, and interpreting the results. The second section discusses analytic scoring, including a dictation method and scoring instructions for each grade from second through sixth. A third section discusses peer editing, and the guide concludes with comments on other possible uses for the instruments and information it contains. (HTH)

AN: ED298541
TI: Handbook for Written Composition, Kindergarten-Grade 8.
CS: Chicago Board of Education, Ill.
PY: 1987
NT: 291 p.
PR: EDRS Price - MF01/PC12 Plus Postage.
DE: Content-Area-Writing; Elementary-Education; Holistic-Evaluation; Student-Writing-Models; Writing-Evaluation; Writing-Processes
DE: *Instructional-Design; *Writing-Instruction; *Writing-Skills
AB: Developed to provide teachers with a framework for writing instruction, this handbook presents the objectives for writing in the elementary schools from kindergarten through grade 8. After a brief overview of the handbook, information covered includes: (1) a description of writing types (creative expression, narration, exposition, persuasion, and description); (2) a discussion of instructional design, including the characteristics of an assignment, number and length requirements, and evaluation standards; (3) the writing process, including detailed steps for each of the writing stages; (4) suggestions for content area writing activities; (5) suggested family writing projects; and (6) writing in kindergarten through grade 8. The section for each level includes level objectives, samples of students' compositions, suggested topics, an assessment component, and management procedures for recording and reporting information. The appendix provides the following information: a sample informal letter; most frequent errors charts (teacher log and student log); proofreaders' marks (for primary, intermediate, and upper levels); manuscript handwriting model; cursive handwriting model; publishers of student writing; and writing contests for students. The bibliography of current publications provides additional information and support for structuring a classroom writing program. (MM)

AN: EJ381763
AU: Harp,-Bill
TI: When You Do Whole Language Instruction, how Will You Keep Track of Reading and Writing Skills? (When the Principal Asks).
PY: 1988
JN: Reading-Teacher; v42 n2 p160-61 Nov 1988
AV: UMI
DE: Elementary-Education; Evaluation-Methods; Miscue-Analysis; Reading-Skills; Writing-Skills
DE: *Reading-Diagnosis; *Student-Evaluation; *Writing-Evaluation
AB: Discusses several ways to evaluate reading and writing skills in a whole language classroom, including evaluation checklists, holistic evaluation of writing, and miscue analysis. Provides a literacy development checklist for reading and writing. (MM)

AN: ED283849
AU: Hawk,-Anne-W.; Cross,-James-Logan
TI: Scoring Writing Samples in Educational Research: Selecting and Developing an Appropriate Procedure for Evaluating Elementary Student Writing.
PY: 1987
NT: 29 p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Elementary-Education; Elementary-School-Teachers; Evaluators-; Holistic-Evaluation; Interrater-Reliability; Norm-Referenced-Tests; School-Districts; Test-Validity
DE: *Measurement-Techniques; *Scoring-; *Test-Construction; *Writing-Evaluation; *Writing-Skills
AB: This study involved the selection and adaptation of a writing assessment procedure for teachers and researchers in the Duval County Public Schools (Florida) to use in assessing changes in writing ability among elementary grade students. Through a review of the literature, four writing assessment procedures (analytic, holistic, focused holistic, and primary trait) were identified. The primary trait scoring (PTS) system, a norm-referenced system developed by the National Assessment of Educational Progress, was selected and adapted to assess the quality of writing traits. Three writing traits (mode, organization, and mechanics/grammar) were measured. District test developers and language arts staff collaborated to develop a writing prompt for each grade level (two through five). Twenty-four classroom teachers and 690 students participated in the study. Results indicated that: (1) evaluators at the district level with assistance from other qualified personnel can select, adapt, and verify a writing procedure that is appropriate for use in both research and instruction; (2) a systematic procedure involving both school-based and district-level personnel can be employed to select and adapt a scoring system not only for a specific research undertaking but also for general use; and (3) the reliability and validity of the instrument can be confirmed through local research. Appendices include composition scoring guides and descriptive questions (writing prompts) for each grade level. (JAZ)

AN: EJ329447
AU: Hilgers,-Thomas-L.
TI: How Children Change as Critical Evaluators of Writing: Four Three-Year Case Studies.
PY: 1986
JN: Research-in-the-Teaching-of-English; v20 n1 p36-55 Feb 1986
AV: UMI
DE: Case-Studies; Classroom-Observation-Techniques;

Elementary-Education; Language-Acquisition; Writing-Skills
DE: *Developmental-Stages; *Evaluation-Criteria; *Evaluation-Methods; *Student-Reaction; *Writing-Evaluation; *Writing-Research
AB: Observations of four students, from their second through fourth grades, as they evaluated compositions revealed, among other findings, that (1) affective responses tend to dominate quality judgments, (2) the number of criteria children used in arriving at quality judgments increased over time, and (3) evaluation criteria are used in both planning and revising compositions. (HOD)

AN: EJ346935
AU: Hunt,-Russell-A.
TI: "Could You Put in Lots of Holes?" Modes of Response to Writing.
PY: 1987
JN: Language-Arts; v64 n2 p229-33 Feb 1987
AV: UMI
NT: Thematic Issue: Empowerment.
DE: Audience-Analysis; Elementary-Education; Interpersonal-Communication; Writing-Exercises; Writing-for-Publication
DE: *Peer-Evaluation; *Reader-Response; *Writing-Evaluation; *Writing-Instruction
AB: Argues that the best way to encourage writers is to allow that their writing has a real purpose and a real audience. Discusses how unself-conscious response to the purpose of writing is more useful than responses that attend only to technique and form. (SRT)

AN: EJ372698
AU: Jerram,-Helen; And-Others
TI: Responding to the Message: Providing a Social Context for Children Learning to Write.
PY: 1988
JN: Educational-Psychology:-An-International-Journal-of-Experimental-Educational-Psychology; v8 n1-2 p31-40 Mar-Jun 1988
DE: Classroom-Research; Elementary-Education; Foreign-Countries; Instructional-Development; Instructional-Innovation; Writing-Improvement
DE: *Grade-5; *Writing-Evaluation; *Writing-Exercises; *Writing-Instruction; *Writing-Research
AB: Reports on a study which viewed writing instruction as an interactive social process between the teacher and students. Written responses to student writing assignments assessed content rather than accuracy of spelling or grammar. States that written feedback encouraged greater quantity and quality of writing with

spelling accuracy being maintained throughout. (GEA)

AN: EJ386576
AU: Kagan,-Dona-M.
TI: Measurements of Divergent and Complex Thinking.
PY: 1988
JN: Educational-and-Psychological-Measurement; v48 n4 p873-84 Win 1988
DE: Communication-Skills; Elementary-Education; Grade-5; Grade-6; Intermediate-Grades; Prose-; Syntax-; Testing-Problems; Writing-Evaluation
DE: *Cognitive-Tests; *Creativity-Tests; *Divergent-Thinking; *Elementary-School-Students; *Interpersonal-Competence; *Verbal-Ability
AB: The degree to which tests of divergent production may be confounded by verbal ability and loquacity; and relationships among divergent thinking, social competency, and the syntactic complexity of prose written by 61 fifth and sixth graders were assessed. Complex thinkers may appreciate the value of simplicity in facilitating communication. (TJH)

AN: EJ310831
AU: Kennedy,-Bill
TI: Writing Letters to Learn Math.
PY: 1985
JN: Learning; v13 n6 p58-59,61 Feb 1985
AV: UMI
DE: Elementary-Education; Informal-Assessment; Mathematics-Anxiety
DE: *Learning-Strategies; *Mathematics-Instruction; *Problem-Solving; *Teaching-Methods; *Writing-Composition
AB: A variety of techniques for incorporating writing--the writing of letters, the keeping of logs, the devising of word problems--into the mathematics curriculum are discussed. The benefits from using an integrated approach are indicated. (DG)

AN: EJ359145
AU: Kinzer,-Charles-K.
TI: Effects of Topic and Response Variables on Holistic Score.
PY: 1987
JN: English-Quarterly; v20 n2 p106-20 Sum 1987
DE: Essay-Tests; Grading-; Persuasive-Discourse; Primary-Education; Scientific-Methodology; Writing-Evaluation; Writing-Research; Writing-Skills
DE: *Content-Analysis; *Holistic-Approach; *Holistic-Evaluation
AB: Presents results of a study on the effects of topic selection

on holistic scoring, which supported the idea that topic effects are reflected in student writing and influence student scores. (JC)

AN: EJ[illegible]1096
AU: Koen[illegible]er-Pentacoff,-Elizabeth
TI: Read[illegible]-around to Better Writing.
PY: 19[illegible]8
JN: [illegible]nstructor; v98 n1 p78-79 Aug 1988
DE: Elementary-Education; Teaching-Methods
DE: *Peer-Evaluation; *Writing-Evaluation; *Writing-Improvement
AB: The article describes a student peer-evaluation activity in writing which not only saves the teacher's grading time and energy but also increases students' creativity and style while they learn to edit their work. (CB)

AN: EJ345155
TI: Making Connections.
PY: 1986
JN: Language-Arts; v63 n7 p660-63 Nov 1986
AV: UMI
NT: Thematic Issue: Learning through Teaching.
DE: Elementary-Education; Holistic-Approach; Writing-Evaluation
DE: *Dialogs-Literary; *Language-Acquisition; *Piagetian-Theory; *Theory-Practice-Relationship; *Writing-Instruction; *Writing-Processes
AB: Offers descriptions of classroom experiences that support the theories behind writing as a process, a holistic approach to language acquisition, and Piagetian "egocentric" thinking. (SRT)

AN: EJ320894
AU: Mason,-Myron-L.
TI: West Central Illinois Writing Project.
PY: 1985
JN: Illinois-School-Research-and-Development; v21 n3 p31-46 Spr 1985
AV: UMI
DE: Basic-Skills; Elementary-Education; English-Curriculum; Language-Arts
DE: *Program-Content; *Program-Descriptions; *Program-Implementation; *Writing-Evaluation; *Writing-Instruction; *Writing-Processes
AB: Describes the objectives and background of a project designed to implement change in a school district's written communication program and analyzes the data obtained from writing evaluation forms. (HOD)

AN: EJ366596
AU: McAloon,-Ann, Ed.; Robinson,-G.-Edith, Ed.
TI: Assessing for Learning.
PY: 1988
JN: Arithmetic-Teacher; v35 n6 p37-38,52 Feb 1988
AV: UMI
DE: Elementary-Education; Evaluation-; Evaluation-Methods; Informal-Assessment; Mathematics-Education; Testing-; Test-Interpretation
DE: *Educational-Assessment; *Elementary-School-Mathematics; *Mathematics-Instruction; *Mathematics-Tests; *Tests-
AB: Argues that teachers should be encouraged to use not just pencil-and-paper tests but also observations, interviews, and even students' journals to gather information on which to base their evaluations. (PK)

AN: EJ366585
AU: McAloon,-Ann, Ed.; Robinson,-G.-Edith, Ed.
TI: Assessing for Learning.
PY: 1988
JN: Arithmetic-Teacher; v35 n5 p16-18 Jan 1988
AV: UMI
DE: Elementary-Education; Error-Patterns; Informal-Assessment; Mathematics-Education; Mathematics-Tests
DE: *Educational-Assessment; *Elementary-School-Mathematics; *Evaluation-Methods; *Mathematics-Achievement; *Mathematics-Instruction; *Questioning-Techniques
AB: Delineates and describes four types of questions which may help teachers learn more about student understanding, namely, silent questions, oral questions, written questions, and students' questions. (PK)

AN: ED288196
AU: Mueller,-Lyn-Zalusky; And-Others
TI: Teaching and Testing Our Basic Skills Objectives (T & T). Writing: Grades 1-3.
CS: South Carolina State Dept. of Education, Columbia. Office of Research.
PY: 1987
NT: 103 p.; For the "Writing: Grades 4-12" document, see ED 253 886.
PR: EDRS Price - MF01/PC05 Plus Postage.
DE: Basic-Skills; Course-Content; Creative-Writing; Family-Environment; Lesson-Plans; Persuasive-Discourse; Primary-Education; Teaching-Guides; Writing-Evaluation

DE: *Classroom-Environment; *Content-Area-Writing; *Teacher-Role; *Writing-Processes; *Writing-Skills
AB: Designed to assist primary teachers in creating a classroom environment that stimulates students' growth in writing, this guide offers suggestions, lists, charts, and activities for classroom use in the primary grades. Following a preface and philosophy, the first section discusses young writers and the writing process, with subsections on stages of the writing process, conferencing, and BSAP (Basic Skills Assessment Program) objectives. The second section offers suggestions for helping young writers in the classroom, including setting up a writing environment; involving teachers, parents, and administrators; writing across the curriculum; and tracking and assessing progress. The final section answers questions that primary grade teachers may have about implementing such a program, concerning writing readiness, selecting good children's books, and integrating reading and writing. Four pages of resources are included. Appendixes include a list of professional organizations, ideas for publishing student writing, sample parent letters, ERIC Digests on spelling, and BSAP scoring criteria. (JC)

AN: ED288205
AU: Newkirk,-Thomas, Ed.; Atwell,-Nancie, Ed.
TI: Understanding Writing: Ways of Observing, Learning, and Teaching. K-8. Second Edition.
PY: 1988
AV: Heinemann Educational Books Inc., 70 Court St., Portsmouth, NH 03801 ($15.00).
NT: 312 p.; For the first edition, see ED 227 485.
PR: Document Not Available from EDRS.
DE: Elementary-Education; Learning-Disabilities; Reading-Comprehension; Reading-Skills; Small-Group-Instruction; Teacher-Attitudes; Teaching-Methods; Textbook-Evaluation; Writing-Exercises; Writing-Readiness; Writing-Skills
DE: *Reading-Writing-Relationship; *Teacher-Role; *Teacher-Student-Relationship; *Writing-Evaluation; *Writing-Instruction; *Writing-Processes
AB: Written by teachers of elementary school students, the 30 articles in this collection are designed to provide insights into the way children learn to write and to encourage teachers to examine their own theories and perceptions of writing and writing instruction. The articles are grouped in six sections, covering beginning writing, collaborative learning, the reading writing relationship, student assessment, textbook selection, and teacher's role. The essays and their authors are as follows: (1) "A Child Composes" (Kathy Matthews); (2) "Labeling to Beginning Narrative: Four Kindergarten Children Learn to Write" (Judith Hilliker); (3) "Oscar's Journal" (Siusan S. Durst); (4) "Reading to Mr. Bear" (Elizabeth Chiseri-Strater); (5) "The Rhythm of

Writing Development" (Ellen Blackburn Karelitz); (6) "Beyond Storyland: Young Writers Can Tell It Other Ways" (Sandra Bonin); (7) "Second-Graders Can So Write" (Victor D'Ambrosio); (8) "Six Questions Teachers Ask about Invented Spelling" (Susan Sowers); (9) "The Writer's Chart to Discovery" (Joan Simmons); (10) "Letting Children Lead the Way" (Sharron Cadieux); (11) "Squeezing from the Middle of the Tube" (Susan B. Bridge); (12) "Note Writing: A Neglected Genre" (Ellen Blackburn Karelitz); (13) "A Special Writer at Work" (Nancie Atwell); (14) "Reflect, Expand, Select: Three Responses in the Writing Conference" (Susan Sowers); (15) "Children Responding to Children: Writing Groups and Classroom Community" (Suzanne Brady and Suzanne Jacobs); (16) "Young Writers as Critical Readers" (Thomas Newkirk); (17) "The Write Way to Read" (Paula Flemming); (18) "A Writer Reads, a Reader Writes" (Mary Ellen Giacobbe); (19) "The Written Report: Old Wine in New Bottles" (Jack Wilde); (20) "The Fox in Possum's Clothing: The Teacher Disguised as Writer, in Hot Pursuit of Literacy" (Mem Fox); (21) "Reading and Talking: 'Special' Readers Show They Know" (Susan Stires); (22) "Using Writing Folders to Document Student Progress" (Anne Bingham); (23) "Send Your Writing Folders Home" (J. Timothy Rynkofs); (24) "Making the Grade: Evaluating Writing in Conference" (Nancie Atwell); (25) "The Bundle" (Hasse K. Halley); (26) "Choosing a Language Arts Textbook" (Mary Ellen Giacobbe); (27) "How To Cover a Language Arts Text: Sit on It" (Carol J. Brennan); (28) "Time and the Taking of It" (Deborah Sumner); (29) "Split Images: Teacher and Learner" (Marna Bunce); and (30) "Safety" (Elizabeth Parillo). A selected bibliography compiled by Ruth Hubbard is included. (JG)

AN: ED276027
AU: Phillips,-Linda-M.
TI: Using Children's Literature To Foster Written Language Development.
PY: 1986
NT: 49 p.; Writing samples may be marginally legible.
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Comparative-Analysis; Fantasy-; Foreign-Countries; Grade-1; Learning-Processes; Literary-Devices; Literary-Styles; Poetry-; Primary-Education; Vocabulary-Development; Vocabulary-Skills; Writing-Evaluation; Writing-Processes; Writing-Skills
DE: *Childrens-Literature; *Reading-Writing-Relationship; *Teaching-Methods; *Writing-Improvement; *Writing-Instruction; *Writing-Research
AB: A study investigated how a teaching approach that emphasized literature would affect children's writings and help them to apply elements of form and content. Six first grade classes in a rural Newfoundland school district participated in the study; the students performed similarly on overall readiness. The class randomly selected as the experimental group (the "literature group") was judged to be representative of the whole group; the

other five classes, using basal readers, formed the control group. Hypotheses predicted that the literature group would (1) produce writings superior to those of the basal reading classes, and (2) develop a sensitivity to good form and content. Subjects, 18 first graders, wrote and read selections of poetry, fairy tales and fantasy in a pretest/posttest scenario. Findings were categorized under six major headings: form, content, vocabulary, sentence structure, writer reaction and originality. Findings suggest that the literature approach helped to broaden children's experiences beyond their own egocentric world, influencing the length, fluency, and literary quality of their writing. The class demonstrated a high standard of writing and performance in both its language development and use of literary techniques. In contrast, the basal class's writings revealed simple sentences, relatively undeveloped stylistic features, and a lack of vocabulary depth. Findings suggested that literature be used extensively with all children on a regular basis to further their language development, flow of ideas, and production of alternate writing forms. (Literature references are appended, as are two samples of children's writings.) (JD)

AN: ED284270
AU: Plattor,-Emma; Maguire,-Thomas
TI: Evaluation of Selected Components of an Elementary Language Arts Program in a Small Urban School Jurisdiction. Final Report.
CS: Grande Prairie School District No. 2357 (Alberta).
PY: 1986
NT: 281 p.; For the Listening Tests: Teachers' Manuals component of this study, see CS 210 718.
PR: EDRS Price - MF01/PC12 Plus Postage.
DE: Curriculum-Evaluation; Educational-Research; Elementary-Education; Foreign-Countries; Holistic-Evaluation; Program-Content; Program-Evaluation; Research-Methodology; Skill-Analysis; Writing-Composition; Writing-Research; Writing-Skills
DE: *Educational-Assessment; *Educational-Testing; *Evaluation-Methods; *Listening-Skills; *Student-Evaluation; *Writing-Evaluation
AB: A two-year study designed to evaluate an elementary language arts program in the Grande Prairie School District (Edmonton, Alberta) through an assessment of student achievement was conducted from 1983 to 1985. This final report describes all facets of the study and presents the researchers' findings and conclusions. Following a preface, the report discusses the background and rationale and the research clusters and problems. The major portion of the report provides the design and findings of the study for grades one through six in the following areas: (1) the development and validation of listening achievement tests, (2) the relative value of holistic and analytic techniques for scoring written compositions, (3) teachers' evaluations of

product-oriented versus process-oriented program assessments, (4) teachers' perceptions of process/product and holistic/analytic evaluation, and (5) the relationship between parents' perceptions of student achievement and product measures of actual achievement. A research summary follows the research cluster descriptions, and the final section of the report presents some conclusions and recommendations based on the results. Approximately half of the document consists of teacher marking packets for written composition evaluation in grades three and four/five; these include scoring descriptors, reporting categories, instructions, and copies of student work. (JG)

AN: EJ315754
AU: Potter,-Ellen-F.
TI: "Good Job!" How We Evaluate Children's Work.
PY: 1985
JN: Childhood-Education; v61 n3 p203-06 Jan-Feb 1985
AV: UMI
DE: Early-Childhood-Education; Preschool-Teachers
DE: *Evaluation-Criteria; *Informal-Assessment; *Nongraded-Student-Evaluation; *Preschool-Children; *Student-Evaluation
AB: Investigates how teachers of young children typically evaluate their students' work, focusing on the standards applied. Includes issues and recommendations made after observing different standards. (AS)

AN: ED299580
AU: Potter,-Ellen-F.; And-Others
TI: Criteria Children Use To Evaluate Their Own and Others' Writing.
PY: 1987
NT: 39 p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987). Project partially supported by a grant from the University of South Carolina Research and Productive Scholarship Fund.
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Grade-5; Intermediate-Grades; Middle-Schools; Revision-Written-Composition; Student-Writing-Models; Writing-Difficulties
DE: *Peer-Evaluation; *Writing-Evaluation; *Writing-Instruction
AB: Research suggests that students make judgments about writing at a very early age, but their interpretations of what makes writing good or bad differs in important ways from those of teachers or professional writers. An understanding of how children's evaluative criteria develop is critical to teachers in helping children become better writers. Subjects, 27 fifth graders attending a largely rural middle school in the southeast,

were divided into low and high achievers according to their reading scores, interviewed individually, asked to comment on their own writing and constructed texts, told to rank the stories, and then were asked a series of open-ended questions designed to elicit evaluative comments about each story. Preliminary data analysis revealed (1) that there is some evidence that the low-achieving fifth graders exhibited responses similar to those observed in younger students and in novice student writers of all ages; (2) that low achieving students tended to use more personal associations and surface features as evaluative criteria than the high achievers; (3) that low achievers tended not to respond to the craft dimension in their rankings of texts whereas high achievers did distinguish between texts as a result of the craft manipulation; and (4) that low achieving students were especially more likely to apply "objective" text-based criteria to other's writing than to their own. (Three tables of data are included, and 14 references and three appendixes containing constructed stories, a structured interview example, and a category system glossary, are attached.) (MS)

AN: ED276053
AU: Robinson,-Ann
TI: The Effects of Teacher Probes on Children's Written Revisions.
PY: [1985]
NT: 14 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Comparative-Analysis; Elementary-Education; Evaluation-Methods; Holistic-Evaluation; Teacher-Student-Relationship; Writing-Improvement
DE: *Questioning-Techniques; *Revision-Written-Composition; *Writing-Evaluation; *Writing-Research
AB: A study investigated the effects of teacher probes, a type of questioning, on children's written revisions. Subjects, 260 children from grades two through six in a midwestern school district of moderate size, were randomly assigned to one of two conditions (probe or comment). Subjects in both conditions were presented with a story starter that they completed after group discussion. When the stories were returned, subjects reread and revised their stories to answer the questions written on them. Children in the probe condition received questions directed at specific content in their stories, while subjects in the comment condition received generalized remarks such as "nice job" or "tell me more." The revised stories were then marked holistically on a five-point scale. The main effect of condition was significant, indicating that children's revisions by teacher probes can produce qualitatively better text as measured by holistic ratings. The main effect of grade level was not significant, indicating that probing does not appear to be more

effective at one grade level than at another. (HTH)

AN: ED278013
AU: Rosen,-Lois-M.; Wright,-Marian-E.
TI: Supporting the Process of Change: It Takes More Than a Workshop or Two.
PY: [1986]
NT: 25 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Classroom-Research; Classroom-Techniques; College-School-Cooperation; Creative-Writing; Diaries-; Elementary-Education; Middle-Schools; Revision-Written-Composition; Skill-Development; Student-Publications; Student-Writing-Models; Teacher-Student-Relationship; Theory-Practice-Relationship; Writing-Evaluation; Writing-Improvement
DE: *Classroom-Environment; *Curriculum-Development; *Writing-Instruction; *Writing-Processes
AB: The Flind Middle Schools Writing Inservice Project grew out of the conviction that improving students' writing was a matter not of increased emphasis on sentence structure, grammar, or form, but rather of a change in the thinking about how writing should be taught. The project grew from a brief conference to a two-year commitment on the part of leaders (a University of Michigan faculty member and a Flint Community Schools staff consultant), teachers, and students. In after school workshops teachers were asked to adopt a writing process model that moved students through a full gamut of steps and stages in composing. Project leaders visited all the classrooms involved, not to evaluate, but to interact with students and teachers when the students were involved in writing and to offer individual help. Each workshop focused on a different phase of the writing process (creating the accepting environment, drafting, revision, etc.), and teachers discussed their successes and problems, worked on their own writing, and collected notes. In the second year modeling techniques were used extensively in the classroom, and there was more peer feedback about revision and editing, as well as publication of student writing. The project was a success, probably because of the university/school district collaboration and the workshop/classroom visit structure. (NKA)

AN: ED260392
AU: Russell,-Connie
TI: Peer Conferencing and Writing Revision: A Study of the Relationship. Service Bulletin No. 48.
CS: Wisconsin Council of Teachers of English.
PY: 1985
NT: 25 p.

PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Elementary-Education; Writing-Composition; Writing-Improvement; Writing-Instruction; Writing-Processes
DE: *Peer-Evaluation; *Revision-Written-Composition; *Writing-Evaluation; *Writing-Research; *Writing-Skills
AB: Although many studies have been conducted on the subject of writing, little research on the composing process itself can be found. One early study of significance is Janet Emig's "The Composing Processes of Twelfth Graders," which compares school-sponsored writing with self-sponsored writing. Donald Graves, Lucy McCormick Calkins, and Donald Murray are leading researchers in the study of how young children compose. While these researchers advocate peer conferencing as a technique through which children learn to revise, questions remain about the relationship of peer conferencing and the revision of writing. A case study of four children with low, average, and high abilities in writing examines this relationship. Data were collected through observing the students while they composed, interviewing them formally and informally, transcribing the conferences between peers, and examining all writing drafts of these students for one semester. Results suggest that poor writers can effectively conference with their peers but are dependent on the questions of others in order to revise their writing, while average and good writers seem to be able to distance themselves from their writing, serving as their own audience and revising on their own. (Author/DF)

AN: EJ347079
AU: Samway,-Katharine
TI: Formal Evaluation of Children's Writing: An Incomplete Story.
PY: 1987
JN: Language-Arts; v64 n3 p289-98 Mar 1987
AV: UMI
NT: Thematic Issue: Evaluation of Language and Learning.
DE: Elementary-Education; Evaluation-Criteria; Language-Acquisition; Writing-Instruction; Writing-Processes; Writing-Research
DE: *English-Second-Language; *Evaluation-Methods; *Holistic-Evaluation; *Language-Arts; *Student-Evaluation; *Writing-Evaluation
AB: Discusses the deficiencies of the various methods of evaluating children's writing, especially the writing of children for whom English is not the native language. (FL)

AN: ED258231
AU: Sanford,-Elizabeth
TI: Discovering Revision.
PY: [1985]

NT: 17 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Classroom-Observation-Techniques; Cognitive-Processes; Discovery-Processes; Grade-4; Intermediate-Grades
DE: *Revision-Written-Composition; *Writing-Evaluation; *Writing-Instruction
AB: A teacher experimented with her fourth grade students in order to determine how much revision took place in their writing. Originally, the teacher had been dissatisfied with the way she taught writing. Children wrote stories; she graded them. Then she began seriously examining the revision process as she observed it in her classroom. Students were given an assignment and told to revise it. Various approaches to teaching revision skills were utilized. The teacher made entries in a log to record students' development. Although at first it did not appear that students were implementing the skills, upon closer inspection it became apparent that there was much more revision occurring than the teacher had originally believed. As the months passed, the class continued to work on writing and became more conscious of revision in their writing. Finally, a set of guidelines emerged, including asking students about their choices, allowing students access to each other as they write, and letting students know they will have the opportunity to revise. (Samples of the writing and revising of one of the students are included.) (DF)

AN: ED293159
AU: Schwartz,-Susan
TI: All Write! A Teacher's Guide to Writing, Grades K to 6. Curriculum Series 55.
CS: Ontario Inst. for Studies in Education, Toronto.
PY: 1987
AV: OISE Press, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6 ($16.00).
NT: 113 p.
PR: EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
DE: Computer-Assisted-Instruction; Curriculum-Development; Editing-; Elementary-Education; Foreign-Countries; Story-Telling; Student-Publications; Student-Writing-Models; Teacher-Student-Relationship; Teaching-Methods; Writing-Evaluation; Writing-Skills
DE: *Writing-Improvement; *Writing-Instruction; *Writing-Processes
AB: Directed towards elementary teachers interested in improving their writing programs, this guide focuses on motivating teachers to involve themselves and their students in the writing process. Each of the 12 chapters contains practical step-by-step procedures on implementing the writing process, and sample activities are illustrated. The first chapter discusses preparations needed for the classroom writing process, such as student writing folders, materials for writing, and scheduling a

daily writing time. The second chapter deals with activities which introduce the writing process to students, including the question-and-answer technique, first draft writing and "inventive" spelling, and story telling. Other chapters include: (1) "Conferencing and Revising"; (2) "Choosing Topics for Storywriting"; (3) "Developing a Sense of Authorship"; (4) "Publishing Student Writing"; (5) "The Computer and the Writing Process"; (6) "How Can Parents Help?" (7) "Evaluation of Student Writing"; and (8) "Student Worksheets." (Student writing models are included, and 14 references are appended.) (MM)

AN: EJ386934
AU: Shanklin,-Nancy-L.
TI: Test of Early Written Language (TEWL).
PY: 1989
JN: Reading-Teacher; v42 n8 p630-31 Apr 1989
AV: UMI
NT: Special Issue: Empowering Both Teachers and Students.
DE: Evaluation-Problems; Primary-Education; Test-Reviews
DE: *Test-Selection; *Writing-Evaluation; *Written-Language
AB: Describes and evaluates the Test of Early Written Language (TEWL), an instrument resulting in percentile or standard scores that reflect children's writing development at ages three to seven. Warns that it fails to tap important concepts at the lower age ranges, and violates several principles of children's authentic writing experiences. (MM)

AN: EJ345158
AU: Simpson,-Mary-K.
TI: What Am I Supposed to Do While They're Writing?
PY: 1986
JN: Language-Arts; v63 n7 p680-84 Nov 1986
AV: UMI
NT: Thematic Issue: Learning through Teaching.
DE: Audience-Analysis; Critical-Thinking; Elementary-Education; Learning-Processes; Writing-Evaluation; Writing-Skills
DE: *Peer-Evaluation; *Teacher-Role; *Teacher-Student-Relationship; *Writing-Instruction; *Writing-Processes
AB: Lists and discusses nine classroom practices designed to support writing as a process. (SRT)

AN: EJ386936
AU: Strickland,-Dorothy-S.; Morrow,-Lesley-Mandel
TI: Assessment and Early Literacy (Emerging Readers and Writers).
PY: 1989

JN: Reading-Teacher; v42 n8 p634-35 Apr 1989
AV: UMI
NT: Special Issue: Empowering Both Teachers and Students.
DE: Beginning-Reading; Informal-Reading-Inventories; Primary-Education; Skill-Development; Standardized-Tests
DE: *Evaluation-Methods; *Evaluation-Problems; *Reading-Diagnosis; *Writing-Evaluation
AB: Examines the problems of using standardized tests to measure the development of early literacy. Notes that assessment is used to design instruction, and should reflect the skills and knowledge that are developing in young children. Provides examples of informal assessment contexts, such as interactive dialogues, observation, and performance samples. (MM)

AN: ED273962
AU: Sunflower,-Cherlyn-H.; Crawford,-Leslie-W.
TI: What Instructional Support Do Elementary Students Receive for Writing?
PY: [1986]
NT: 32 p.
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Elementary-Education; Prewriting-; Revision-Written-Composition; Teacher-Student-Relationship; Writing-Evaluation; Writing-Exercises; Writing-for-Publication
DE: *Teaching-Methods; *Writing-Instruction; *Writing-Processes; *Writing-Research
AB: A study investigated how and when writing is used at the elementary school level to determine (1) what kind of instructional support elementary students receive, (2) what prewriting support is provided, (3) what support for revising is offered, and (4) what happens to the students' writings. Using preservice teachers as observers, data were collected in 75 elementary classrooms (grades 1 through 6) over a 3-week period. Analysis of observations indicated that the most frequent kind of instructional support used prewriting, composing, revising for conventions or ideas, and "fate" (collecting, grading, and various types of publishing). While prewriting activities (such as direction giving or brainstorming) occurred previous to 79% of the writing, many of these activities were inappropriate as support activities. No revising occurred during 66% of writing instruction, but revising support did occur 34% of the time. "Fate" occurred after 86% of the writing, although true publishing involving a real audience occurred less than 30% of the time. Elementary students received very little high quality instructional support for developing into self-directing writers, in part because elementary teachers adhere to the traditional pedagogy of collecting and grading written work even though current research shows that this inhibits writing. (Tables of data are included.) (SRT)

AN: EJ382620
AU: Teale,-William-H.
TI: Developmentally Appropriate Assessment of Reading and Writing in the Early Childhood Classroom.
PY: 1988
JN: Elementary-School-Journal; v89 n2 p173-83 Nov 1988
AV: UMI
NT: Thematic Issue: Early Childhood Programs in Public Schools
DE: Early-Childhood-Education; Student-Evaluation
DE: *Basic-Skills; *Evaluation-Methods; *Informal-Assessment; *Informal-Reading-Inventories; *Program-Development; *Writing-Evaluation
AB: Presents principles for devising and using developmentally appropriate procedures for assessing young children's reading and writing. Contends that informal observations and structured performance sample assessments are more appropriate than standardized tests. Offers specific examples of assessments of several aspects of literacy development. (RH)

AN: EJ379143
AU: Vukelich,-Carol; Leverson,-LuAnn-D.
TI: Text Revisions by Two Young Writers Following Teacher/Student Conferences.
PY: 1988
JN: Journal-of-Research-in-Childhood-Education; v3 n1 p46-54 Spr-Sum 1988
DE: Elementary-Education; Females-; Grade-2; Teacher-Student-Relationship
DE: *Elementary-School-Students; *Revision-Written-Composition; *Writing-Evaluation; *Writing-Processes
AB: Describes ways in which two second-grade writers used questions and comments made primarily by their teacher during teacher-student conferences to guide revision of their texts. Evidence indicates students typically chose to modify aspects of their texts that were identified as unclear. (RJC)

AN: EJ329420
AU: Wilkinson,-Andrew
TI: The Quality of Feeling.
PY: 1985
JN: Highway-One; v8 n1-2 p40-57 Win-Spr 1985
DE: Elementary-Education; English-Instruction; Models-; Theory-Practice-Relationship; Writing-Improvement; Writing-Processes; Writing-Skills
DE: *Educational-Assessment; *Writing-Evaluation; *Writing-Instruction; *Writing-Research

AB: Describes the efforts of the Crediton Project, an ongoing research project in Devon, England, to develop an assessment scheme that accounts for cognitive, affective, moral, and stylistic development in children's writing. (DF)

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